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ABSTRACT

The Indiana Public School/University Partnership (IPS/UP) hosted this forum for its member organizations, 13 school corporations and Indiana University, in order (1) to promote the sharing of ideas between university and public school faculty and staff, and (2) to provide an opportunity for discussions with representatives of various public agencies and academic disciplines. Following an edited transcript of the keynote address by Dr. John Goodlad, each section contains an interview with a particular resource person regarding youth at risk and a summary of discussion. Resource persons and their area of expertise are as follows: (1) Public Affairs (Carlyn Johnson); (2) Sociology (Richard Hope); (3) Health Department (Judith Ganser); (4) Social Work (Gayle Cox); (5) Psychology (Donald Fleenor); (6) Legal Services (Chris Haile); (7) University Admissions (Robert Magee); (8) HYPER (James Crowe); (9) Pediatrics and Child Development (Ernest Smith); (10) Psychiatric Nursing (Sue Bishop); (11) Corrections (Shannon Reffett); and (12) Business (Joseph Waldman). (SR)

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INDIANA PUBLIC SCHOOL/ UNIVERSITY PARTNERSHIP

FORUM PROCEEDINGS

Forum on Youth At Risk
I U P U I
October 16, 1987
Indianapolis, Indiana

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FOREWARD

The Indiana Public School/University Partnership is now a little more than a year old, and it has accomplished many things in its brief life. This document reflects one of its public ventures, a forum on youth at risk. Last fall, the partnership hosted this forum for the thirteen school corporations and Indiana University, all members of IPS/UP.

One of the priorities the governing board of the IPS/UP is the development of programs and services for youth at risk. This forum provided opportunity to hear from a nationally respected spokesperson about educational reform and to participate in round table discussions with representatives of various public agencies and academic disciplines.

The forum engaged individuals from the members of IPS/UP in discussions designed to expand perspectives. Sharing ideas between university and public school faculty and staff is a primary goal of the partnership. Additionally, the contributions of representatives from social agencies, health and legal services, and the various disciplines provided participants with access to experts in a wide range of related areas.

The proceedings document contains an edited transcript of John Goodlad's keynote address, interviews with each of the resource persons, and summaries of the forum discussions.

For more information about the forum and/or the partnership's activities, contact Dr. Edward L. Robbins, School of Education, IUPUI, 902 West New York Street, Indianapolis, IN 46223.

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FORUM ON YOUTH AT RISK
KEYNOTE ADDRESS DELIVERED BY
DR. JOHN GOODLAD

I would like to begin with a few words regarding the context of this meeting and the work of the Indiana Partnership. I hope your idea of the partnership is more than simply coming together to exchange ideas. I consider the partnership a unique opportunity, not only to provide in-service education for administrators and teachers, but an opportunity to engage in long-term efforts to deal with our most difficult problems, problems that have been emerging in our society for a long period of time, problems that are not going to go away without very hard work. I keep saying the partnership must be designed to address the hard rock problems of education. If we merely deal with them as we have in the past, doing only a little bit better than we were doing before, then we will have failed.

I also want to point out that some of the problems we are dealing with may be solved by doing some things better , but for others we may need to eliminate things that are getting in the way, things which have grown out of the circumstances of rapidly changing schools.

I want to point out two significant social developments in our society that are relatively brief in our history but which, to a large measure, have compounded the problems we have to deal with today. Number one is the incorrect assumption that it is still acceptable for some young people in our society to have only an elementary education in the common school. Common schooling, now and in the future, must be at a minimum a K-12 education for everyone. That idea is less than a century old. In 1910 only about one youngster out of every ten graduating from the elementary school went on to the secondary school. The children who continued in school presented minimal problems in teaching and learning because these were youngsters who, for the most part, were going to move right along into the university. They had that assumption from the beginning because it was important to their families. These were two-parent families in most instances, families that provided the support that made it relatively easy to educate these students. Today, every one of the youngsters graduating from middle school or elementary school is going into the secondary school and staying there until at least the age of sixteen, and many--some seventy-five per cent--graduate. Implicit in our society is the notion that if you do not get a K-12 education, a K-12 education geared to the realities of today and the future, then you are handicapped at the outset.

The second major development in our society is the extraordinary change in the employment opportunities surrounding young people. At the turn of the century, about eighty per cent of the total population was involved with agriculture and farming. Certainly this was true for Indiana. Those jobs were there when students graduated from or left school. In the intervening time, the percentage of farm workers has declined to about five or six per cent. Five to six per cent of our total population now produces all the food necessary to feed us. Whatever happened to the large portion of the work force no longer in agriculture? It went into industry, manufacturing, automobiles, refrigerators, and the like--all the things our people wanted as they became more affluent. Today the picture is different. Prosperous U.S. industries have managed to turn their workforce into other lines of work, work which requires higher levels of education than even before. Many of the people who are unemployed in these industries are not equipped to handle those jobs. It is now predicted that before the turn of the century, eleven per cent of the work force will be required to retrain. Now that is an extraordinary wrench in our society over a relatively short period of time.

Let me illustrate it through one family, my own. I am the youngest of three brothers. My oldest brother left school at the end of the eighth grade, which was a standard pattern of the time. He was among the large majority of those young people who left at the end of elementary school. There was a required examination, which if passed, permitted students to go on to secondary school. Large numbers of young people chose not to take the test because it was irrelevent. They had no intention of going into the secondary school. They simply went out into a job. Like others, my brother went out into a job, and if it required certain skills, he learned those skills on the job. He was employed during almost the entire Depression period even though he did not have a high school education. My second brother, two years younger than the oldest, completed high school, but the completion of high school was not a particularly important thing for him. He completed high school, not at all sure of whether he wanted a high school certificate because he was not going on to the university. Then, a high school certificate was needed only by those going on to college. Jobs had other kinds of requirements. Indeed those few individuals who went on to the university were regarded by many as people who would go into walks of life not particularly useful to the rest of us. I came along in the story a little later and things were different, but nonetheless one family illustrates this passage of history that is very, very recent. I fear we have not yet begun to realize all of the implications of these changing circumstances. From this background, I would like to introduce you to a somewhat different paradigm, a somewhat different way of looking at the circumstances of school. Almost a quarter of a century ago writers about the future tended to agree, that sometime before the end of the twentieth century -- they pinned the time down to the 1980's -- there would be a revolution of thought, a renaissance in all of the fields of knowledge of the ways we look at ourselves.

This morning, for example, I was talking to Carol Wilson, regional coordinator for the National Network for Educational Renewal, about the first major study done in 1909 by Leonard Ayers on promotion and non-promotion in schools. It identified the monetary costs of retaining children in school for an additional year. That began a series of studies that has persisted up to now, including a report in the current issue of the Kappan. The interesting thing is that throughout the dialogue the argument was simply whether or not to promote. In doing a study of that kind, in which I compared the achievement, social development, and emotional development of promoted and non-promoted children at the first and second grade levels, I discovered that for children having problems learning, neither promoted children nor non-promoted children did very well afterwards. I concluded that we should create a non-graded school, a revolutionary idea that still has not found its way into the American educational system in any substantial way.

We must continue to have these discussions, and even if we do not fully implement the changes discussed, they should continue to be a part of our dialogue so that eventually changes may occur. With that background, let me say that out of the whole array of things I might discuss this morning about students at risk, I am going to choose as my arena the schools. We have other resource people who are dealing with other areas. And, furthermore, most of your discussion today will be around the individual in the at risk problem. I am choosing the schools as my unit of focus.

Let me simply say that there is a lot of theory behind what I am talking about. For example it is now commonly believed that the problems of juvenile delinquency are not problems of the individual but are caused by problems in the surrounding society. If you will excuse a homemade analogy, the difference is that instead of trying to deal with mosquitoes, you try to deal with the pond. This change in focus represented a profound paradigm shift. And having been in the

juvenile delinquency field early in my career, I was fascinated to find that most of the people in the field are trying to change the individual by all kinds of methods, most of them harsh. Some of us have thought that we need to change our institutions, thus changing the social circumstances of juveniles. Certainly, we need to pay attention to both, but my focus this morning is the school.

I have already implied that a current goal with regard to the common school must be that children enter at least at the kindergarten level. I personally recommend entering at the age of four; that is, any child who has reached the age of four is entitled to enter school. I have a hunch that I might have kept my own children out for all kinds of personal beliefs because I felt we were able to provide them with the kind of experiences they needed. However, the millions of youngsters not provided that opportunity today require an earlier educational experience. So, I would make it voluntary, but legally provide for entrance at the age of four, not in September, but on the child's birthday. The first experience of school would be a birthday party to welcome the child. All would enter school with a birthday party. Instead of mothers giving up their crying children in September, we would have children looking forward to their fourth birthday party at school.

Another equally troublesome problem is the assumption that just because youngsters are in school, they are not at risk. Indeed, many of these youngsters are at risk. Certainly much larger percentages are becoming juvenile delinquents and much larger percentages happen to be poor. If you look at the relationship between dropouts and poverty the correlations are very, very high. And that evidence is often cast aside. Few high schools in the United States have taken it upon themselves to find out about their children: Why they left school, where they are. what they are doing, what advice, programs , or concerns might have prevented they from leaving. They are just out of sight, out of mind. It is clear that these children are problems. This is where much of the attention toward the at risk problem will go. However, as I have said, it is not my intention today to focus on the problems of individual children. I am going to concentrate on the problem in another way. There are many youngsters at risk, many youngsters not doing well, many youngsters not getting the kind of education they need because the school itself needs cleaning up.

I began earlier by saying there are two ways to improve schools: quit doing a lot of the things we are doing, and start doing some other things we have not been doing. Before identifying what some of these things are, however, I would like to address a philosophical question. If there is anything at all in what I am saying that suggests to you that I have joined the "soft and tender" club (I am talking about treating youngsters only in a loving way), please remember that I'm driven by the notion that the fundamental task of the schools is the development of the mind. There is no other institution in our society committed solely to that problem. Nonetheless, some people will comment, "Here we go again - shifting back to the 'soft and tender' and away from the emphasis on the 'hard and tough.'" This is not my intention at all. What I want to do is what William Jennings had in mind when he identified those two threads in American society. He held that the hard and the tough and the soft and the tender must be delicately blended together.

My first proposition is that we must accept the fact that institutional pathology is a significant correlate of the at risk classification assigned to children. If we don't accept the idea of institutional pathology then we will assume that all is well within the school environment and look at our children as though they are to blame. I suggest that you read The Man Who Mistook His Wife for a Hat. That may sound like a strange title, but it is one researcher's work with

mentally-disturbed, seriously-ill individuals. Their acceptance into society was made impossible by our unwillingness, our inability to accept the way in which people labelled mentally retarded were looked at. So, then, we must accept that institutional pathology is correlated with the at risk classification and most of what follows will be to suggest elements of what I call institutional pathology.

My second proposition is that as important as schools are, and indeed they are now the most stable institution in an unstable society, we will not raise our children successfully in our society (or any kind of society) unless all our social agencies join in the effort. Health, education, welfare, medicine must join a network of support for children, especially during pre-natal and early childhood education.

It is interesting to note some of the proposals of the past. In California the leading specialists in early childhood education in the state were pulled together by the state superintendent. He pulled key workers from all the social agencies in the state and put together 30 to 40 people in a group called "The Commission on Early Childhood Education." The report of that group remains a hallmark statement on the relationship among various areas of support we might provide in the pre-natal months and into the early childhood years. Because I was interested in the entrance-age problems of schools in the U.S., I did a study of the states and found that the average age for entrance was seven. In some states you did not have to go until you were eight, and it was such a shock for some people when they discovered that. But in the course of this investigation, when kindergartens were not well established in the country, I discovered that some communities were considering kindergarten but they could not afford to send all the children. Consequently, they administered a test, and if the child passed it, he was admitted to kindergarten. If he failed the test, he was not. I wrote a paper in which the punch line was that those who failed the test should have gone to kindergarten and those who passed should not have.

My third proposition is that there must be an expectation that each child has a responsibility for both his or her own learning and that of fellow students. Children have a two-fold responsibility: learn and insure all others learn also. I have to say that from doing the research for A Place Called School, I discovered the atmosphere in classes, and particularly in classes grouped at the lowest level, was not likely to be supportive. Indeed, at the high school level, the most supportive atmosphere was at the higher tracks and the least evidence of a supportive environment was in the lower tracks. So the youngsters who need support most were getting it least from both teachers and peers.

Some cultures are better in providing support than others. I remember a colleague of mine from the University of Chicago who came back from Scotland and reported that teachers there are very strict, their teaching methods very formal. He discovered that the children there give each other extraordinary support. I was struck by this as well in my visits to China where I observed this same type of support. I watched large groups of youngsters engaging in recitation and remember watching a youngster standing to recite and not getting it right. The teacher turned to some other volunteer in the class and had that youngster provide the correct response. The teacher then went back to the first youngster who had not yet sat down and had that youngster repeated several times the answer the other youngster had given. There was not one smirk, not one indication that the youngster who had gotten it right was being put forward as the individual who knew something more, thus putting down the other individual who was having difficulty.

When we start looking at the orientation of other cultures, when we look at the way in which they approach things, we often see that there are many cultures where students are not identified and put forward as better or put down as worse. Even though the Chinese are very competitive, with very few children going on to higher education, that highly supportive environment is still there for all children. We all need to be conscious of the degree to which some of things we do are moving children towards the margins of the school.

In my studies of nonpromotions years ago, I discovered a fascinating phenomenon. When first grade non-promoted children began their second year of school one year older than their classmates, nonpromoted children stood out. They had seven or eight friendship patterns compared to three or four for most children. At the end of the year I repeated the sociometric design and found that nonpromoted children had dropped to the bottom of the social scale and were not included in the friendship pattern of any other child including their nonpromoted peers. Those youngsters had already drifted to the margins in one year after nonpromotion.

In a supportive system, children can be helped. In the lab school at UCLA we implemented a concept whereby, once a teacher diagnosed a youngster as sliding toward the margins, five or six people in the environment sat down together and devised a strategy of intervention. The principal, guidance counselor, others in the school environment and a team of teachers worked on that problem. They came back together to report how it was working and redesigned the program if they weren't getting anywhere.

A fourth proposition is that there must be an implicit understanding among the adults in a school that the school environment is to be free of all language and actions which convey to the children the idea that some children cannot learn. The school experience must not suggest that inability to learn is associated with things like poverty or color. A large study of this problem in the southern states identified 55 schools which appeared to be moving beyond segregation into integration, and the dominant thing that came through in that research is very fascinating. These schools simply said to the people working in them, "I don't know whether you have deep-seated prejudices toward people of other races and other colors or not, but if you work in these schools you may not let such attitudes come through in any way whatsoever. When you go home, you may do what you want. But when you come into this school, you may not behave in any way that projects prejudicial attitudes." In other words, in the workplace you behave like this. I had believed you work first to change people's attitudes and then behavior follows. It took me a long time to get to the place where I understood and could accept the significance of the approach taken in those schools.

My fifth proposition is that schools must be organized to maximize the teacher's knowledge and understanding of children including the peer teaching strengths of heterogeneous groups of students. The organizational arrangement of the school itself must be such that teachers maximize their own knowledge about what they're doing. Staff development is not something you get out of a workshop. Once you know that you need specific training in a given technique, it's all right to put people together and give them that training before they go back into the environment, but the important thing about staff development is that teachers need to learn to look for knowledge and use it in the decision-making process in the classroom. And since one cannot bring to every decision the total body of knowledge which bears on that decision, it means that the knowledge needed is being learned as the teacher acts and as he or she then reflects on what has been done. The major

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idea behind the pooling of the partnerships is that the university will participate in this role of reflection, research and scholarship. This has always been the university's role, and I do not want the university to change that but to bring it into the decision-making environment for both administrators and teachers. It is virtually impossible to maximize a teacher's knowledge and understanding of children and of the group when he or she is all alone in the classroom. I have to say that when I finally sorted the data for A Place Called School and evaluated the top four or five schools and the bottom four or five schools according the criteria we used, I was able to corroborate these findings. When I found schools where teachers were working together, joining together, I found the best schools. Where I found teachers isolated, I found the worst schools. Morale was low. Conditions in the teachers' lounge were bad. I even found that teachers did not exhibit much self-respect. We have to find ways of putting teams of people together who can talk about the situation. How in the world can a first grade teacher back off and look at what she's doing when there is no opportunity for any reflection. One of our hopes and expectations is that at least in some partnership schools, we will begin fundamentally to redesign the work of our teachers.

The second point here is that we must use the peer teaching strengths of heterogeneous groups of students. By saying heterogeneous groups of students you see where I stand. I am absolutely opposed to homogeneous grouping except for the purpose of bringing groups of youngsters together for limited times. I believe that those 15 or 16 truly gifted mathmeticians in the high school, and that's the approximate number you'll find in an average high school, should have some attention. There's some value in their coming together periodically for mutual stimulation and advanced mathematics, if you want to give it. However, the very best way to take care of all youngsters is to have those youngsters who know how to do something working with those who do not.

Al Shanker gave a marvelous speech about how natural teaching goes on. He talked about all the kinds of natural teaching that go on outside of school and about how we fail to permit that kind of teaching and learning in school. Let me give a little example from outside the school. I grew up in a small community. There weren't that many kids to play with, and you had to play with kids of varying ages. Every spring we would play at highjumping. We cut some poles from a tree and made a bar could be raised and lowered easily. There wasn't one heighth that we all had to jump. I was a little guy at the time. I was six or seven, and some of the kids were 14 or 15. If they had put the bar at the 14 or 15-year-old heighth and said, "Jump it" I would have quit. You don't do that in a natural environment. Do those who cook the evening dinner have to pass a competency test? Do we then give an A, B, C, or D? Of course not. We have created the most peculiar learning environment in schools, environments that run absolutely counter to every learning environment outside school. When I went into what was perhaps one of the three best lab schools in the United States, the one at UCLA, I talked with the early childhood faculty, and they had items for the children like water and sand. When I asked them, "What in the world do you do this for?" they were surprised. Even though what they were doing was marvelous, they had never thought about it. We simply have to become more conscious of the environment in our schools.

Peer teaching opportunities within heterogeneous groups of students is another important activity. I've suggested that teams of teachers be associated with cohort groups of students for several years rather than for just one year. In Chapter 9 or 10 of A Place Called School, I lay out a proposal, and I spell it out in some detail, for a primary unit which is a four-year unit. I learned last night from one

of your superintendents about a school where there is a three-year unit--grades kindergarten through two. In each unit of school there would be a core group of youngsters and team of teachers working with them. If you had 80 youngsters in the unit, by taking in 20 youngsters every year and sending 20 out the other end, teachers would have to contend with only 20 newcomers each year, staying with those students and guiding them over a period of four years. Will they all go out the other end at the third grade level? Of course not. There is no such thing as the third grade level anyway. It's an absolute myth. It doesn't exist. If you don't believe that, give a test to your third grade class, your fourth grade class, your fifth grade class and you will discover that on achievement alone, the spread is at least as high as the number of the grade level.

A second point under proposition five is the practice of utilizing special grant funds for support in regular classrooms. Unfortunately, most special funding will not allow it. We have been very complacent in allowing laws to be passed because they give us a bit of money. We are willing to do foolish things in order to get the money. And, among such tragedies, is a story of a marvelous little school in the Seattle area, an elementary school of 500 or 600 youngsters. This school was beginning to get national recognition for the way in which a very creative principal had used resources for special education students to get regular class size down by employing additional resources. She had done all kinds of imaginative things with her staff, but this past year she was declared in noncompliance because the special funds were being spent on regular classes. Unless she complied, her resources were to be taken away, class size would then jump back to where it had been before, and she would not have the money. Somebody else decided how she had to spend that money. Her approach was to look at the whole school and clean it up. She got class size down to about 16 by utilizing the special resources. But the law said she could not do that because there was a certain procedure she had to follow.

A principal in southern California has written a stunning little personal account of a child who qualified for every special program there was. We too followed the youngster through the school day. We found that in all the special programs there was absolutely no integration, no peer group, no socialization process of any coherence whatsoever. Involvement in all those special but separate programs would be a tragedy. However, that school staff worked around the problems in a whole variety of creative and subversive ways. They cheated; they cajoled; they did everything possible. It's likely that somebody's going to read about what they did and say, "Hey, you aren't allowed to do that" and they will have to stop. That's the way we become caught up in the bureaucratic mess.

The third point under number five is cooperative learning. It's just so very obvious and so very powerful. We simply need to do much more of it. A fourth point is that there are schools within schools where small groups of students stay together for longer periods of time. The loss of a single child from one of those groups should be like a loss of a child within a family. Everybody in the group must work at keeping each child there. There are many things we can do if we change our thinking about individual students and do not allow their negative behavior to dominate our attitude toward them.

The sixth proposition concerns the organizational arrangements of the school and how those arrangements must be designed to promote optimal progress of all students. They should not be driven by concern over students' achievement at certain levels. I recommend continuous progress through a nongraded structure. I

believed in it when I wrote The Nongraded School, and I believe in it now. That book on the nongraded elementary school has been rereleased by Teachers College Press, and the only change we made was to write a long introduction bringing everything up to date. Why did we leave it just the way it was? Because it's still just as relevant as it was then.

Proposition seven is an internal process of data gathering and contextual evaluation geared to detecting signals that denote a student is moving toward the margins of the school culture. There must be a process which alerts us to this behavior. The process can be built into the schools. I was talking earlier this morning with Ed Robbins about the possibility of the partnership instituting a data-gathering process into the school to tell us what's going on.

The eighth proposition is the development of classroom-centered counseling programs designed to develop common bonds of understanding among teachers, counselors and students. That cannot be done if the counselor is in an office down the hallway waiting for kids in trouble to show up. These students don't see the counselors sufficiently to have trust in them. Any of you who have engaged in any kind of therapeutic counseling process know how hard it is to get anyone to talk about their troubles. They'll talk about all kinds of other things, but they won't talk about their trouble. The major role of counselors today has been academic counseling; personal counseling has been relegated to second fiddle. For many kinds of problems we have to get those counselors into the classroom and team them up with teachers. We need to get the counselors to know the youngsters and get the youngster to trust the counselors. At the same time, we must increase the number of adults who are interacting with children. One of the most exciting experiments in this area of children at risk occured in one of the most difficult sections of New York where things were so bad you couldn't find a brick in the building that was not covered with graffiti. Officials decided they had to do something to change the school. The primary thing they did was get the ratio of adults to children down to one to eight. They were able to do this by using volunteers and by redeploying many of the people who were there, but who were not actually working with children. One of the dismaying findings in A Place Called School is that schools have so many people not involved with children at all, schools in which over ten per cent of the staff did not interact with students. The public has a legitimate criticism. Certainly, the problems of administering our schools have become more complex, but most people would do their jobs better if they were at the same time involved in working with students.

My ninth and last point is the need for a shift away from norm-referenced testing to criterion-referenced and domain-referenced testing. This type of testing should accompany the other kinds of contextual evaluation I talked about earlier. You may not know very much about criterion-referenced testing and domain-referenced testing, and even less about contextual evaluation--which is the most recent development in our field of evaluation. The Indiana partnership has the opportunity to explore and apply what we know in this area. The irony is that for at least the last 15 years, many, if not most, of the papers given at the annual meeting of the American Educational Research Association have had something to do with this approach to diagnosis and evaluation. Those who know most about testing almost without exception propose alternatives to norm-referenced testing. They recommend criterion-referenced tests in which you assess a behavior such as the ability to write paragraphs, according to a criterion that is based on how well your 9, 13, or 17 year olds should perform. Domain referenced testing is where there is a domain of knowledge, or skills, or attitudes to be learned and you sample the domain by using items which are part of that domain. These approaches to assessment get away

from problems such as those where states are gearing their programs to the content of the test rather than gearing the test to the content.

Finally, and my time is up, I want to mention contextual evaluation. Here I am talking about gathering the data that tells you about the context in which the educational process is being conducted. Are youngsters visible? Are youngsters on their way to dropping out of the schools? What do students think about their education? What do the parents think about how well the schools are doing? What is the curriculum the students are taking? Without information about these critical contextual factors, all the information in the world diagnosing students' problems or assessing their achievement will be of little use. Unless our young people find themselves in school environments which are supportive, which motivate them to try, we can be certain we will continue to fail far too many of our youth.

Obviously, there is much more that we could discuss, that we must discuss as part of our efforts in the National Network and in the state partnerships. As I have said many times, we are engaged in a major social experiment. Only time and our efforts will determine whether that experiment succeeds or fails.

Session I Forum A
Carlyn Johnson
School of Public and Environmental Affairs, IUPUI

Interview

IPS/UP: Would you comment about what you consider to be the greatest needs of youth at risk from your perspective?

CJ: We have a growing group of children in our school system who are difficult to educate. The evidence shows that many of them are simply not making it in school, not being educated. Because we have fewer and fewer children coming into the school system, it is absolutely esential that we educate every one of them, not only for their own sake, but for the sake of society as a whole. If we do not, there simply will not be enough people to fill even entry level jobs. Our problem of too few children is far different from problems in other countries where there are too many. We simply don't have enough, so it is essential that we educate each one of them. And an increasing percentage of the children entering school are the at risk children--the poor, the minorities, the children of single parents (many of them teenagers), and children whose parents have little education.

IPS/UP: Concerning the problems that schools are encountering in trying to serve the population, is there any single or primary need that the group has, or does it vary across the spectrum from economic needs, the health needs, and other kinds of services?

CJ: I guess as I look at those children, the common need is that someone has to care. I am a firm believer in the view that children live up to their expectations. Your child and mine will succeed in school because we care about them. But if there is no one at home who cares, or if those at home are so busy trying to scrape together enough money to put food on the table, then the support simply isn't there. So for these children, perhaps, the schools have to create someone who cares. There are people who say that school is the wrong institution to do that, but that isn't so. Maybe it is the only institution that can do it. We know that these children will come into the school system. They might not go to church or they might not go to another youth organization, but we know that they will be coming to school. So if we have any hope of reaching them, it will be through the school system.

IPS/UP: As you look at schools and particularly at your point about the need for someone to care, do you see that happening regularly now? Who tends to do that? If you don't see if happening now, how would you see the schools responding to that particular need?

CJ: My guess is that it is not happening. How do you make it happen? Well, it takes money--smaller classes, lots of teacher aids, lots of tutors. What about schools using upper-level students as tutors for the younger ones? You need enough adults there who can take a few children under their wing and say "You are important to me, and I care what happens to you. Do it for me."

IPS/UP: By your own description of these children, there are clearly other kinds of public agencies besides schools that have a role and an interest. Do you see particular agencies with whom the schools could work more cooperatively to try to find ways to intervene in out-of-school contexts? If it is true that schools are the agencies that come in contact with these kids, what initiatives can they take to see that these children avail themselves to other public services?

CJ: Obviously, there are agencies that deal with children, like Big Sisters, the YMCA, the YWCA, etc. But these children may not go to church or the Y. I'm really not sure how you do that. The Indianapolis Chamber of Commerce has an education council on which I serve, and one thing we've discussed is how employers could try to encourage parents to

be involved with the school system, perhaps giving time off during the day to go to school if they need to. One example is the Indianapolis Initiative at Washington High School. It is a cooperative program with business in this city to reward kids with good school records by giving them priority for jobs. This began with the Boston Compact and an effort will be made to replicate it here in Indianapolis and other cities across the country.

IPS/UP: I know you are working now on a particular analysis of what we might anticipate in terms of the demographic pattern of this population. We want to give you the opportunity to describe a little bit of that study and what the implications might be for the schools based on your evidence so far.

CJ: Well, it is very clear what while the number of school-age children is declining, the percentage of this at risk group is getting larger. The minority birthrate is higher, the number of kids from single-parent families, especially teenagers, is growing all the time, and the number of poor children is growing. These children are going to make up an ever greater percentage of the school-age population. That coupled with the fact that fewer and fewer people have children means that the support group for the schools is getting smaller. Fewer children, a greater percentage of them who are hard to educate, and fewer people to support the schools mean we have a very serious problem.

IPS/UP: What is the best tactic to take with that group of "stakeholders" in the school who don't have children in the school? How do we convince them that they do have a stake in the school so that they will support it, even if they don't have children?

CJ: It is a mistaken notion that they don't have a stake in the educational system. We all have a stake in getting all of these children educated. If nothing else, we need to fill the essential jobs. Any older people who think that because they have paid into social security all their lives and the money has been well invested and created enough money to pay their benefits are just wrong. They are kidding themselves. In 1950 there were 17 people working to pay benefits for each person receiving social security, and that number is going down rapidly. In 1992 it will be 3, and by the 2000, it will be 1.5. So we must convince people, for their own self-interest, that they make sure every one of these children gets an education. In addition, the United States must become competitive again. We are now in a global economy and we're falling behind, in large measure, because we do not have the educated work force that we used to have. And it is very important that all of these children get an education.

IPS/UP: Any other observations or comments?

CJ: In terms of how the field of public affairs might help influence, I guess a good deal of what education has to do is work through policy-making bodies, through school boards or state legislatures, especially in Indiana where the state legislature has controlled so tightly the amount of money available to each school--not just state money but local dollars. Maybe there is an area where educators and public affairs people can work together. For example, the study I did two years ago for the Indiana State Teachers Association about children at risk received a great deal of attention. Now, two years later, the legislature has acted. It has appropriated money for these children, so in that sense there is a way where perhaps we can help-- by doing studies, by bringing the problems to the attention fo the policy-makers and by talking about the problem. This year I've done a similar study for the National School Boards Association, talking about the same thing but on a national scale. And, hopefully, that too will result in a fair amount of publicity and will get more people talking.

Discussion Summary

Dr. Johnson distributed her most recent report for the National School Board Association on urban school funding. It cites the demographic changes which are causing

problems for the schools: fewer children, more elderly, more children born to teenagers, more poor children, more single parents, all of which are creating a financial burden. The report also discusses sources of nontraditional funding like school foundations, creative use of real estate, business partnerships and lotteries. Discussion revolved around the political nature of education. Schools need to develop a political constituency. Indiana has separated schools and politics, but perhaps it is time for the two to reunite. Help comes from the General Assembly, and somehow politicians, school board members and community leaders must become more concerned and involved. It was suggested that the children of such people are seldom at risk children, so they may not be concerned. Schools must somehow package whatever they're doing to maintain quality education in such a way that they don't give the appearance of favoring specific groups, like high risk students. This becomes a political problem quite easily with complaints often surfacing that the "motivated middle" will be forgotten. Parents' perceptions may be that schools are not working for the majority. Will the public and public officials tolerate concentrated efforts and revenue on one segment of the school population?

To counteract the negative effect of targeting special groups for curricular and fiscal attention, one participant suggested redefining at risk children. All participants agreed that defining this term is extremely important. Perhaps the at risk group of the future is the motivated middle. All children are having problems today. What can we do with our limited resources? One person suggested that defining at risk students in a larger perspective will elicit more political support.

Where will funding come from? Participants had several views. Perhaps because at risk is the newest social theme to come into the schools, older ideas, like childnapping and teenage pregnancies, may be dropped and the funding used for fingerprinting and establishing counseling services be reassigned. Complementing this idea was one suggestion that schools drop services duplicated by the city or community and reallocate to programs like at risk ones. Another suggestion was to get industry more involved in targeting at risk children. By expanding existing programs to include more children and "expanding the definition of normal," more children may get help and keep costs reduced. One contrary view was that much funding is already allocated by the state through competency testing and funding remediation. Perhaps schools should look to redistribution of existing resources before looking to newer resources.

One suggestion for making changes was to involve "teacher leadership in spearheading reform rather than protecting the status quo."

The concluding idea reverted back to the need for education policymakers to become more political. "Changes won't happen unless they're made in the political arena."

Session I Forum B
Richard Hope
Sociology, School of Liberal Arts, IUPUI

Interview

IPS/UP: From your perspective, what do you see as the greatest needs of youth at risk?

RH: I would like to start with what I call the traditional problems. Traditional problems that we are still grappling with include such issues as student self-image, teacher respect for students, support from the system that provides "access" for students. The absence of resources continues to be a problem for public educators. Teachers are still poorly paid. They represent the lowest paid profession in this country relative to its contribution. Another traditional problem is the lack of positive role models. We still have predominantly white middle class teachers instructing minority youngsters from lower class backgrounds.

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This is not to say that there aren't excellent schools in Indiana. I have been impressed with selected schools around the city. We all know them and they are doing excellent jobs. I think there is no mystery why they are doing excellent jobs. To a great extent, it is because of excellent leadership and motivation at the top, and the support and resources that come together to recruit quality teachers. Good teachers want to come to a good school. Parents want their children to come to a good school. This produces a self-fulfilling prophecy of quality education. The question is what about those youngsters who don't have parents who can move around and find these very impressive schools? What do we do about them?

To highlight a contemporary issue, there is growing reaction to the concerns expressed by Allan Bloom in his book, The Closing of the American Mind. This is a trend toward cultural homogeneity and the educational classics. He's obviously dealing with higher education, but I think there is a kind of "trickle down" effect that will happen to students at risk. I think we should go back to the basics and I think we should read the classics in school. We should also respect heterogeneity. One of the beauties of this country has been and will hopefully continue to be the fact that people of differing backgrounds can come together and work in a professional and constructive atmosphere. Let me give you just one example: I heard a speech addressing scholars not long ago suggesting that public education should focus on the "American culture." At the end, there was a question and answer session, and one professor got up and asked, "Which culture are we going to focus on? Italian? Irish? Jewish?" What is this American culture? There is the implicit assumption of cultural homogeneity. Years ago it was discovered that we represent a kind of "salad bowl," on cultural pluralism, if you will, i.e., of individuals who cherish their different backgrounds. We know further, from the studies from Ken Clark and others that for individuals to have a healthy respect for themselves, they should have an appreciation for their Italian or Irish or African ancestry etc.

IPS/UP: There is a major concern about the cost of "excellence" and our commitment to educate all the people and not some select group that has been identified through tests or other mechanisms as being the recipients of this so-called excellent education. Is this a critical issue?

RH: I think excellence and diversity are absolutely compatible. I would say that they reinforce each other. We seem to have lost our institutional histories -- our sense of what schools could have done and what schools have done in the past. The New York City university systems brought in people that could not speak English but at the end of their college careers they graduated as English scholars and great physicists, and they came from poverty. Now what happened there? The difference is the traditional values of educational leadership, commitment and how one brings resources to these youngsters.

Discussion Summary

This discussion began with remarks by Dr. Hope in which he explained a recently completed study on what he calls the "unserved and underserved" populations in Marion County as it pertains to their desires to be involved in education. He believes the issues addressed today were discussed in the 1960's and 1970's, the at risk children being one of those topics. He sees, however, some fundamental changes occurring. He highlighted Goodlad's explanation of institutional pathology as the starting discussion point. Asking whether school is ready adds a new dimension to readiness, athough the traditional approach has been to ask whether the child is ready. He considers Goodlad's question "Is school ready?" a more interesting question.

Hope referred to a "doll" study in which children were asked whether they would take black and white dolls to different places. The retesting this study in the 1960's showed a more egalitarian approach -- white children sometimes selected black dolls and black children sometimes selected white dolls. In a more recent retesting, however, the children's actions seem to be reflecting the earliest results: black choosing black and

white choosing white. Hope questions what might be happening in school to contribute to this change.

One participant questioned what schools can do to help eradicate problems like racism in their environments. Hope's response was that there seems to be a shifting tendency toward conservatism which ultimately affects youngsters. Although he has no hard data yet, he believes that philosophical shifts should be discussed, particularly in the realm of testing. We need to study beyond the normative standards to avoid immediate or prejudicial evaluation of youngsters. Beyond that, Hope said, we must look at the relationship between the community and the school system. He has a concern that the flow toward the classical homogeneous efforts deemphasizes the concept of heterogeneous teaching and instruction. (He referred to Allan Bloom's The Closing of the American Mind.) Hope likes discussions of "old concepts" like the heterogeneous classroom. He believes team teaching, involving counselors within the classroom and any interactive teaching situation, is most beneficial.

Another participant cited her school system's involvement of the elementary guidance counselor within the classroom each week, working with the teacher. Another participant wanted clarification from Hope about the sociological perspective of teaching heterogeneous classrooms. His concerns were these: Do we need to change environmental attitudes of the school, since we cannot control their home environment? Does this involve creating an accepting attitude, putting kids in a nurturing environment rather than a competitive one? The TESA program was cited as one example of a program which focuses on low achievers. Also the reinforcement of responsibility to peers was seen as important. A final question offered by this participant focused on the nature of cooperation within the classroom: should the child have the responsibility to cooperate with teachers and others? He referred to earlier times when the one-room school setting fostered heterogeneity because it was the only choice. Now we have artificial and natural mixes. We have natural mixes like the neighborhood school which fosters socioeconomic and value homogeneity, yet there is some heterogeneity by ability. The artificial mix is provided by the desire for numerical and racial balance as well as the combined urban/suburban/rural school populations in one setting. This participant's discussion led to a question: what is the sociological perspective for an appropriate social environment conducive to the "best" learning and what should be our concerns when there is a great diversity?

Hope responded by saying that learning occurs best in heterogeneous situations where individuals share ideas from different perspectives. And, he said, this exchange must occur in an environment in which there is perceived freedom to do so. If the authoritative structure prevents free and easy exchange, then the heterogeneous grouping does not work. He cited a study of adults which reveals that heterogeneous interaction creates equal-status contact situations. A variety of people appear to have maximum interchange (ignoring ethnic background for example) to see similarity more than difference among themselves. His conclusion is that a teacher fostering an interactive environment must draw on similarities of backgrounds, issues and situations that join individuals together.

One concern, in response, was that we get similarities too quickly, not dealing with the reality of the situation first. One example cited was prejudices. How can teachers deal with prejudice without alienating?

Hope suggested that past studies indicate a need to measure the degree of prejudice at the beginning but that often these factors are intertwined with other issues. He used alienation as an example. "People are walking around like little robots not feeling a part of the system. This then permits [negative] individual, noncollective thinking to operate." He advised that it is useful for individuals to ease into issues first by finding similarities.

Perhaps laying the burden for these problems on the teacher has been an easy way out was another participant's perspective. He detailed one example of programs targeting problems in dealing with at-risk kids headed for prison.

SHOCAP Project is a program developing an interagency model to involve the schools, courts, prosecutors, human service agencies, police and sheriff departments in working with juveniles. A study related to this project has discovered that 75 percent of all

juvenile crime is committed by 6 percent of all juvenile offenders. These are kids who have fallen through the cracks at all levels of intervention. SHOCAP hopes that in combining efforts, more juveniles will be helped. Only if the whole community gets involved, rather than the individual teacher or school, will problems be solved. With this model of communication, we can diffuse the problem of prejudice because everyone's involved.

Hope's response was that schools are not at fault and believes the family should be the next target of investigation to see how home environment influences youngsters.

Session I Forum C
Judith Ganser
Marion County Health Department

Interview

IPS/UP: What do you feel to be the greatest need of youth at risk?

JG: The greatest problems we are seeing are poor mental and physical health, suicides, homicides, alcohol/drug abuse, teenage pregnancies, school dropouts, violent behavior, runaways, sexual activity, sexually-transmitted diseases, and smoking. Precursers of the above problems are depression, family problems and unemployment. These youth need a basic academic education, access to and information about health care, and work preparation and assistance with their personal growth in developing a sense of connection with their communities.

IPS/UP: Would the schools benefit from having better coordination and cooperation with your profession?

JG: Yes, schools alone are not responsible for the educational deficits and predisposing factors these high risk youth have. However, if schools are not responsive to the non-academic needs of these youth, the teens' academic and social development may be stifled. Many of these youths are getting into high-risk behavior because they don't seem to have the ability or the opportunities to do other things, because they are lacking basic skills or self-esteem. We could cooperate with the schools and try to do something that the family might not be able to do. Responses to adolescents' other needs can yield dividends in academic achievement; providing health services convenient to school can reduce absentee rates, work related programs can spur motivation for in-school learning, and opportunities for social development and responsibility can increase school retention and completion.

IPS/UP: How can we cooperate better?

JG: I think we need to employ the concepts of primary prevention (health promotion and specific protection) and secondary prevention (early diagnosis, prompt treatment and disability limitation) rather than just tertiary prevention (rehabilitation). One must be alert to some of the high risk signs such as depression and changes in behavior. These youth should be referred for help as soon as possible. The teachers and counselors need to know that there are people they can refer students to if they are not competent to deal with these problems. High risk youth all need a physical examination. Sometimes hearing or vision might be the main reason why they are doing poorly in school. Teens are not always as healthy as we might think. Some have anemia and other chronic diseases which cause them to perform poorly. Schools should provide more in the way of sex education. They could provide a forum where anti-violence training could take place. Different agencies could come into the school and provide a forum on depression or other topics. The time is right for more cooperative efforts.

IPS/UP: Are there other ways the schools could cooperate?

JG: Schools can provide time and/or space for health services to be provided on-site. This can be a comprehensive school-based clinic or as a partial school outreach project. If they cannot provide space, at least the youth could have excused absence time to see a doctor or attend a clinic. In relation to the teenage pregnancy problem, we need to get some kind of daycare program started. The school might not be able to do this, so they need to get with business and work this out. The daycare program can be used in school as a home economics lab. It could include providing parenting classes for boys and girls, etc. Pregnant teenagers and teenage mothers need to be encouraged to stay in school. The school can be instrumental in involving parents and community groups. It not only educates the parents but gets them involved.

IPS/UP: Is there anything you would like to add?

JG: A preventive program is needed. A health risk appraisal program can help this become reality. We need to open up access to healthcare for the students. The high-risk youth need more counseling, not just the scheduling of their classes in the school. Schools could create opportunities for kids to perform community service, to get them out in the community. They need meaningful activity. They need alternatives to sexual activity.

Discussion Summary

Dr. Ganser's introductory remarks reviewed the general problem of prevention in public health disease as well as the need for schools and the medical profession to work more cooperatively. If schools and the medical profession don't respond to student needs, then their academic and social development may be stifled. The children she sees are lacking in basic skills and self-esteem. Although social development and health concerns are primarily the family's responsibility, coordinating efforts will have positive results like lower absenteeism and increased academic achievement. The three levels of prevention are primary (which focuses on education and health promotion before disease or problems begin); secondary (which focuses on early diagnosis and prompt treatment); and tertiary (which focuses on rehabilitation and continued treatment).

Dr. Ganser included three examples of ways schools and health agencies can cooperate:

1. School-based clinic. This clinic may be one which provides all clinical services or partial services. The school releases space for the health services or private doctors.
2. Cooperation with community daycare services or health officials to provide daycare for teenagers' babies so they can stay in school. This cooperative effort may result in parenting classes or child-care education.
3. Health risk appraisal. Schools pass out questionnaires to students which profile their health behaviors.

Other programs or suggestions from participants included:

4. Nurse or nurse's aid identification of potential risks.
5. Substance abuse coordinators. Classes for middle school and junior high students.
6. Special classes or school for pregnant girls which focus on their needs and problems.
7. More at-home visits by school representatives to contact families.
8. A total school prevention problem rather than a smaller, targeted program. Providing heterogeneously grouped classes and a warm, caring atmosphere within the classroom will help.
9. Providing adults as positive role models.
10. Providing resource people like doctors, lawyers, nurses who can help in identifying at risk children.

11. Providing more social workers within the schools.
12. Inviting health agencies and others into the schools on a permanent basis.

Discussion of these various points revolved around several side issues. Good medical care has a price tag. So there is concern about the help some schools may or may not receive. There is also the question of cost. How can schools absorb the cost of these services? Other discussion revolved around the family roots of some at risk children. How can the schools deal with cultural changes and unemployment? The problem seems to be an overwhelming one for schools that have limited time and resources.

Participants agreed that schools need to share ideas for identification and programs. A child labeled at risk in one community may not be labeled at risk in another. Another point of agreement was that all levels of school from K-12 must be affected by programs which educate the school population or target the at risk children. Most agreed that preschool education is most important and that schools need to be more involved at this level. Two specific resources for information cited during the discussion were the State Board of Health's literature on suicide and the Ypsilanti Study of the Head Start Program.

Session I Forum D
Gayle Cox
School of Social Work, IUPUI

Interview

IPS/UP:: From your academic or professional perspective, what do you consider to be the greatest needs of youth at risk?

GC: Borrowing from George Dennison, I believe that we Americans have lost our sense of humane community. We cannot allow ourselves to see the waste of life that stares us in the face. We use many avoidance techniques -- we talk about improved facilities, new technologies, better methods of instruction, better supervision -- ignoring that what children need most is for the lives of their elders to make sense.

IPS/UP: Are the schools doing anything at all in achieving that?

GC: We have a mixed bag -- there are schools who are doing very well -- those that are doing excellent work -- and then there are those that need a lot of help. In many ways, schools are designed to socialize children and the model that we currently use for the socialization is clearly a white, middle-income model. Those schools that I feel are most successful are those which, rather than attempting to place the burden on the child to adapt, learn to adapt as a school to the special needs and the environment of that child.

IPS/UP: What can the schools learn from the field of social work?

GC: There is hope! One of the strengths of the social work profession is its sensitivity to the "person-in-environment." The focus of social work is on interaction between people and their environment. We can sensitize teachers and help them to understand in a more holistic way who that child is and what he/she brings to an educational experience -- which will have implications for how he/she might best learn.

IPS/UP: What can social workers do to develop a better appreciation of that point of view on the part of the schools? How can we prepare educators to appreciate the context they find their students in?

GC: Schools should simply be appreciative of the fact a child is a product of many things with environment being a major piece of that. Family is a contextual environment and the community is another environment. Youth at risk have sort of a dual perspective. They exist in one environment that sustains and provides their nurturing, and at the same time, they are reliant on another kind of environment that has to provide the sustenance that may or may not be sensitive to special needs. For example, when we are talking about inner-city communities, we know there are few resources within that community. In order to exist/subsist, they have to draw their resources from external parts of the environment. This is sometimes supportive and other times not supportive.

IPS/UP: How can teachers be taught the need to appreciate the importance of the environment? Why do social workers have that skill and teachers do not?

GC: Clearly, I think training has a lot to do with it. I suspect that people who are attracted to the profession are attracted because of certain needs as well as interests that they have. But I believe there is a basic goodness in all people and that those attracted to any of the helping professions do so out of a clear desire to help. The missing link is knowing how. Education helps to meet that need. There has to be a certain amount of openness. For example, we tried, on a trial basis, to have teachers make a home visit to every student on their roster. It was amazing what that did to develop sensitivity toward the children and their environment. It was also good for the parents to see their child's teacher without any negative reason. There are simple kinds of strategies. Clearly there has to be some level of reward to motivate people to do some of these things.

IPS/UP: In what way could the schools coordinate or cooperate with the field of social work, as opposed to working at odds?

GC: There needs to be a basic understanding of each others' fields. Perceptions need to be changed; misinformation needs to be replaced with information. We need to define common objectives and build trust. We need opportunities to work collaboratively. Possibly, teachers and a social worker can visit the home together or conference together. Group work efforts that involve both fields on a common subject with students or parents could be exciting. We need to use our respective skills in a collaborative and mutual way. We have much to learn from one another!

Discussion Summary

Gayle Cox opened the discussion by presenting three questions to the group.

1. Can students at risk really translate education into opportunity?
2. Are educators powerless or capable of empowerment?
3. Are teachers, schools, and the educational process exempt from racism?

These questions formed the central discussion issues at this session. Her initial remarks established several foci. Those who believe that education means opportunity are from middle and upper incomes. These students have reinforcement and role models. Ms. Cox also believes that education means becoming empowered. Educators must participate when it comes to changing the educational process to meet the needs of children at risk. Finally, she questions whether schools have lower expectations and how much cultural background impacts learning. The children who are most at risk are those who come from an environment where there is little hope to think about "becoming."

The normal routine of school keeps us from being cognizant of these problems. One idea repeatedly mentioned was that administrators and teachers must interact with each other more than they are now if they are to identify the at risk child. To make changes, they must become aware of each other's roles and the lack of power teachers feel. Many elementaries have no counselors; therefore, many problems are not identified early. Besides the inadequate help, however, is the lack of [illegible] awareness about problems.

All educators have to stay in tune with reality, or they will be accused of practicing "avoidance- 'the Oh, isn't it awful syndrome?'" One participant was critical of educators who only theorize. She wanted to know the practical applications. What will we do when we go back to our schools? She was concerned about the lack of sensitivity toward the at risk children. Her suggestion was not to spend so much time labeling the child, but helping the child. The discussion then revolved around ways to sensitize all educators about the at risk child.

Some educators are able to move freely around the community, to go to various agencies. However, few have this mobility. Another suggestion was to implement programs which force educators to become involved. A third was to provide identifying characteristics for teachers and others which reveal the at risk child. A fourth suggestion was one which would lead to empowerment. Schools have the power to implement changes and programs, and by involving parent groups, changes will occur. Effective schools change classroom by classroom: focusing on changes at the building level will increase commitment. In good schools, principals feel they have power to change things--and do change them. By empowering parent groups and teacher groups, schools will see changes. A particular program was offered as an example in which administrators worked an entire year to establish a parent support group for the emotionally handicapped children. At the end of the year, the group finally began cooperatively working and the school now sees gains. The problem of irresponsible parents plagues most schools. However, by putting together support groups like the previously mentioned one, schools may find more support for their programs. When the at risk parents begin to rally, then changes for their children will develop more quickly.

One administrator suggested that children today cannot deal with the pressures put on them by society and the state with its many mandates. These at risk children are not buying into education because they don't see possibilities for themselves. For example, the students who failed last year will probably fail again unless we do something. We have to accept that we have control over what we do. Can we find the power in ourselves to empower others? Suggestions included lobbying for financial increases, reduction in classroom size, or any other changes which have to do with a vulnerable population.

Final remarks circled around the idea of tangible rewards for educators who make these changes. Unfortunately, there are not many, although parent support is certainly an important one. However, because changes take time, especially changes which involve such significance, educators may feel frustrated by the lack of obvious change. As long as children are not succeeding, educators will feel as though they have to do something.

Session II Forum E
Donald Fleenor
Psychology, School of Science, IUPUI

Interview

IPS/UP: From your professional perspective, what do you feel is the greatest need of youth at risk?

DF: The lack of skills necessary for success in school, adequate role models, and lack of perception of payoffs in what we want them to do -- get an education. Lack of reading skills is the number one problem as I see it. If they cannot read well, then they are not going to succeed in school and enjoy the benefits that go along with that. If they cannot read, it does not leave much choice other than for them to sit passively or drop out to avoid the pain that goes with failure.

IPS/UP: How well do you think the schools are doing in regards to those students?

DF: Well, really, these kids are failing outside of school, not only in school. It is not that schools are failing. I think society --parents, business, industry, teachers, politicians -- have not really decided to do much about it. We talk a lot about it, but I think the schools have low probability of succeeding with this group unless it is perceived as a need that is sufficiently severe to enlist the aid of all these elements of society. Once that is done, then I think the schools can do something about it. Until that happens, the schools really can't do much now except in one important area: we need to highlight this problem for the public and point out the consequences of the loss.

People respond to economic issues, and if school personnel (teachers, administrators) would address that, then change would be possible. They need to emphasize the high cost of welfare and crime and the loss of human potential that occurs when society fails to educate this high-risk group. Schools need to be encouraged to highlight these kinds of things. They are in a position to identify what these needs are and to inform the public what the consequences are. The schools need to focus on the problem and bring it to the society to create some general concern. The schools are failing, but they cannot succeed if mom and dad, business people, industry people, and political people are not responding. All we are doing now is voicing our recognition of the problem in frustration. Once those various segments of society are committed to the problem, then I think schools can be held accountable. Right now, they can't be held accountable.

IPS/UP: From your professional perspective, what can the schools learn to help guide them?

DF: We can help once there is an effort underway to really do something about this problem. We can make suggestions on how to initiate interest on the part of these high risk students in terms of learning to read and acquiring study habits, and other habits of success. We can help in initiating those interests and also in maintaining them among high risk students.

Self-esteem is also very important. You need to feel good about yourself. You will be discouraged if your self-esteem is low. You have to experience some success if you are going to raise that self-esteem. If you do not experience success, then you will lack the motivation to continue.

There is a method I've hit upon in dealing with these kids who have reading difficulties. Typically, these kids read two to three levels below what they should be, so they dislike reading very, very much. School must be very humiliating for these kids. What I have them do is get a library card, find a book that is below what they can read and have them read face to face with a tutor, a <u>non-teaching tutor</u>, who will help only with a little encouragement when the child has difficulty pronouncing a particular word. The tutor writes down the words unobtrusively and then the next day shows the student the list of words, identifying it as a list as a list of words that all people have problems with. It enables the student to learn these words while saving face. They are paid a small amount of money to read. What happens with this approach is that they quickly learn to read. They are able to move up two or three levels within a few months, get hooked on reading and the monetary rewards can be withdrawn. Another resource is retired persons who can be used as tutors in the schools.

IPS/UP: In what way could the schools be more cooperative with your profession?

DF: The Indiana Psychological Association is an organization which would get involved. Other ways would be to brainstorm with other members of the community. Psychologists think they know something about initiating and maintaining performance. Also we know something about building self-esteem. We, as an organization, would be willing to help; we have something to offer. Back to another issue: business and industry need to be involved in this in order to spread the spectrum of concern. That fits into the part of pay-off. These kids are really not convinced that there is a pay-off. There are a lot of creative people out there in business and industry and if they put their heads

together, they could come up with some way for these kids to get some experience at their plant or industry and provide an economic pay-off. Also, part of the pay-off would be that business and industry would show they do care how well these students do in school and the students could get a little experience in the workplace. This participation of business and industry could also take some of the pressure off the schools.

Discussion Summary

Donald Fleenor opened the discussion with the statement that schools aren't failing, that society cannot blame schools for not educating at risk children. However, he believes the schools are failing to enlist the help of various community agencies.

Fleenor's contention is that the general public must be made aware of the schools' problems. The way to accomplish this is by marketing and selling the serious message that the problem is solvable--if all units of society get behind the schools. His view is that family, business and politics are not supportive enough of each other. He signaled Goodlad's suggestions as evidence that educators know how to solve the problem; however, unless schools get others involved, solutions don't matter.

Responding to a question about ways to get this support, Fleenor suggested that schools must convince various public segments about the economic gains. His other suggestion is to do a selling job about the programs before implementing them. He cited the Lilly program of lending experts to agencies for various projects. Companies like Lilly could be invited to schools to encourage more involvement.

Fleenor also suggested that the Indiana Psychological Association is in a good position to talk to schools about initiating action and maintaining performance. Perhaps individuals could be resource people for the schools.

The discussion also centered on accountability. He referred to Goodlad's criticism of Indiana for its new testing program. Fleenor said that being more stern, eliminating social promotion and adding testing to identify remedial children is one way to handle the accountability problem. But, he suggested, schools can be held accountable according to Goodlad's way too. He referred to an 1986 Psychology Today article which discussed cooperation vs. competition and contains a good review of the literature. Indiana has chosen the competitive approach to account for student progress or lack of. He cited the general public's desire for standardization as culprit for the approach many states, Indiana included, take in this issue. He reiterated the need to educate the public, including legislators, about important issues.

One example was offered as evidence of business' desire to become more active in literacy programs. At Allison Gas Turbine, an adult literacy program has been started. ATT and IBM have also been supportive of education. Another suggestion was to increase tax money. If any kind of legislation is needed for the schools to fund programs, then the campaign to inform the public must be comprehensive.

One participant took issue with Fleenor's contention that schools know how to solve their problems, that they need only do a selling job on the public. She said she doubted that most schools knew what to do with the marginal child. "We're dropping out more each year. What will happen with stringent testing?"

To the suggestion of reduced class size, Fleenor reacted with another solution. Reducing class size takes money, he said, but there are ways to provide services which do not cost. He cited an example of elderly people tutoring children, as well as peer tutoring.

He offered his own program of tutoring as an example. When children are referred to his office, he immediately questions them about their reading. Through individual tutoring he helps them to increase their reading level. His belief is that by making success possible for these children, the tutors will learn more quickly and efficiently. He says that this tutoring system does not take a great deal of money because in several months, the children are reading well enough to discontinue the tutoring.

There must be some kind of a payoff for a child in school. Everyone expects some payoff, whether it is a monetary one or not. Schools need to begin the payoff early in school, finding the "payoff" for each one individually, Fleenor said. One participant

suggested that we haven't done much to change things. Fleenor suggested that many children do not have the memory of sitting on a lap and reading. Love, acceptance and belonging are important and perhaps part of the answer. We need ways to intervene early to establish success.

Boys are generally at risk more than girls. We must find ways to capture them in learning. Some children are motivated by eligibility requirements for sports teams. However, young males in K-1 are not participating in athletics. What motivates them? One participant offered the Indianapolis Montessori Option as an effective example of motivating children to learn. The children interact with each other and focus on personal interests. This focus helps them to look at what they want to learn about and becomes the first payoff for the child.

The book Sex and the Human Brain was suggested a good reading for those interested in acknowledging differences between the sexes. Study of social ecology was also offered as substantive material for learning about the ways boys and girls are different in learning.

Fleenor offered his most recent study as evidence that alternatives can work. Fifty-five percent of all prison inmates are illiterate. His program to improve their literacy has included use of tactile methods for getting the prisoners involved in learning. He suggests that forcing abstractions creates too many problems. Children are tactile too, and there are ways to bring children into reading more effectively than current practices.

Session II Forum F
Chris Haile
Legal Services Organization

Interview

IPS/UP: From your professional perspective, what do you feel to be the greatest need of the population identified as youth at risk?

CH: Lack of stability is a major problem for these youth. I have been a teacher and a social worker, as well as a lawyer, and I feel that these kids do not have anything to grab on to. They have problems at home and at school. They also need someone to reach out to them a little bit.

IPS/UP: Does the legal profession have a role to play in trying to bring some of that stability, or can it assist the schools in trying to do that?

CH: Yes, I think it can. My legal work with education the past year has been with students who have had trouble in school, such as suspensions or dismissals. In these situations we see that there is not a lot of communication between the student and the school. The students feel that they are not given an opportunity to explain their actions or given a chance to make up for what they did. And the parents themselves have frequently had bad experiences with the school, so there is really no emphasis or support from the parents for what the children have learned each day in school.

IPS/UP: Is there a simple way in which schools could provide due process and not feel overwhelmed?

CH: I think so. The Indiana legislature has developed a code section which outlines procedures for due process for expulsions or suspensions. It is important to observe due process in the school, but we do not need to turn the school into a courtroom or complex procedure. There is so much at stake: an expulsion will have a major impact on a student's life. Consequently expelled students will probably stay out of school, or if they come back, they will be labeled by the administrators and will not do well. So if you are going to take this kind of action, then it must be for a good reason and the best

alternative. Sometimes there is a rush just to get the student out of the school without giving him/her the opportunity to present his/her side. A lot of schools have developed procedures to deal with due process, and I think it is very important to observe that.

IPS/UP: Is there an approach that schools can take that would give the students the confidence that this is an environment in which they are respected as individuals and their rights are respected also? Can schools avoid treating an issue as a crisis involving a formal procedure?

CH: I think there is an approach. That is one of the goals to shoot for--an informal way of problem resolution. Student-to-student mediation and student-to-teacher mediation are possible. There is frequently a lack of trust, however, and students feel they will never have a chance and, as a result, develop a dislike for school that is hard to turn around.

IPS/UP: Are there things the school should be doing in terms of the parents in trying to maintain good relationships?

CH: Schools can reach out to parents, keep regular contact, organize events at the school beyond the normal PTA activities, like open house. If the parents feel the schools want them to be more of a part, then they will be more inclined to check up on their children when they come home from school. If you had a hard time in school and did not do well, then you probably won't care how your kid is doing. But if the school reaches out and offers a chance to participate, it can motivate parents to become involved. Schools cannot operate in a vacuum. The family and the community must keep those students interested in education, or nothing is going to happen and they will not do very well in school.

IPS/UP: Are there things the school ought to do which will result in a closer relationship or closer coordination with the legal profession, ie. the juvenile justice system?

CH: Yes, frequently lawyers who represent troubled youth look for ways to recommend some way out of the trouble and into something more productive. Usually this involves the school. Better communication would help, especially between the agencies that deal with these kids. Another way is to bring some basic legal education to high schools. This is something the legal profession can and should do. It will take all parts of society to deal with these kids. We cannot do it alone in a vacuum. It will take the schools, the courts, the parents, and many other agencies to deal with this crisis.

Discussion Summary

A staff attorney for Legal Services Organization, Chris Haile began the discussion by outlining the school's obligation to provide some stability for at risk children. These children, he said, drift through school with no investment. Schools cannot parent each child, but they must be aware of what's going on in homes, what some of the problems are. He wants to make sure that all children are treated fairly under the law. Children often get "reputations" as troublemakers. He says schools must treat all kids fairly, no matter what their past history may be.

One participant said he is particularly concerned with the adversarial position between the school and the law. On the one hand, the school wants a solution to the problem; on the other hand, the child wants back into school. There must be some common ground in the these positions. Perhaps the school and legal system need to work together more closely after the child has been reestablished in the school to ensure his continued progress. Often the schools and lawyers get involved too late: preventing the problems by intervening at the early grades is one way to ensure success. It's difficult to convince a 16-year-old not to quit school when he has made up his mind.

Should schools intervene in the home situation? Generally, schools must be aware of problems, although they cannot legally interfere. Getting parents involved in the school, in the children's work, is the key to getting the kids involved. Poor parents have suffered the same problems as their children, most likely. They've had bad school experiences and distrust teachers and administrators.

What can make the difference? Kids who are successful do not get into trouble. Finding ways to make kids successful, to keep them from falling through the cracks, will benefit everyone. Getting parents involved, establishing alternative programs, and engaging in preventative measures in early school years are examples of methods. One participant suggested that we should simply admit we cannot get these students to "fit in."

Participants offered examples of programs within their districts.

1. At one school a counselor works with fifty hard core students at the high school and fifty at the junior high. He meets weekly with them, even when they are not in trouble. This constant contact has helped immensely because they are thriving on the attention.

2. Several schools have alternative programs in which the students are isolated from the regular students. In one program, the focus is on skills--life skills and career skills. The students do not meet for a full day. Another program, Joyhouse, is an alternative for drop outs. A third one, designed for 16-19-year-olds, is in its second year. The program was geared to last one year, but only two of the 150 students were ready to reenter the mainstream.

3. Peer tutoring and group teaching are also alternatives some schools have used.

Participants shared several concerns about labeling. One said that a danger she sees in categorizing and isolating these children is that the definition of "normal" becomes more and more restricted until the alternative programs serve the majority rather than the minority. Her concern is that we need to meet the needs of all children. Another participant was also concerned about education's mishandling of labeling in general. We set kids up for failure too quickly. Perhaps any pullout program is inherently bad. We need to concentrate on the classroom. Another suggested that the labeling is inherent with receiving monies. If a kid has to be labeled with "character disorder" to receive money, he gets labeled. We cannot get out of the labeling process, but we certainly can use it better to keep children from sliding backwards.

Another concern is that schools tend not to develop long-range strategies. We need optional, distinct programs, which piggy-back on the best. We need to create schools within schools which will keep the children in the total school environment. The problems around isolating students in alternative programs were another concern. Moving students back into the mainstream is not an easy transition.

One person mentioned that the discussion sounded a great deal like discussions of twenty-five years ago, although the term was "disadvantaged youth" rather than "at risk students." The difference, though, according to another participant, is that more people will have to become involved because larger numbers of kids are having trouble. It has become an economic problem. Another questioned whether given the limited resources, we should be spending more money and effort on the younger children rather than high school students. Another person suggested that perhaps we need to look at existing programs to see how they can be expanded to deal with this issue rather than establishing new programs.

Session II Forum G
Robert Magee
Indiana University Admissions Office
Interview

IPS/UP: What do feel is the greatest need of youth at risk?

RM: The whole educational system, from kindergarten through college, needs to recognize a basic change in the reality of American society. We often cling to the notion that kids are coming from a two-parent family, but in fact most are single parent or latchkey families. What they need is early identification of problems, yet we have little elementary level counseling. Our mindset is that we prefer to work with "successful" students, and there is no rush to help the disadvantaged. We need the resources, the mindset, we need the skill, we need the reward structure to relate to all children early on and not wait until ninth grade when their mental and behavioral attitudes are well established.

IPS/UP: How well do you feel schools are meeting those needs?

RM: It's depressing! We are not doing too well. We are understaffed, underfunded, and too geared for success. Our support systems at both the school and college levels are under an enormous amount of fire and often suffer the first budget cuts.

IPS/UP: Are the problems different in Indiana or is Indiana doing worse or better than other places?

RM: We are doing about par. There are excellent programs and there are no programs.

IPS/UP: What can schools learn from your profession?

RM: Our profession seems to perpetuate the problem by dealing only with the successful student. I would hope one thing we could do is to begin to look beyond the obvious college bound population and focus on the high risk kids in the early grades to help encourage their preparation for college.

IPS/UP: What do the schools need to do to meet this need?

RM: We need to be inventive and creative and provide support groups and opportunities for these kids. School education used to be an extension of the family effort. The modern family no longer fulfills that role. We cannot take the family's place, but we can take a more active role in helping, especially the high risk students.

IPS/UP: Do you have any additional comments?

RM: We are going to be a very fragmented society until we address this problem. It deserves our most earnest efforts.

Discussion Summary

The session began with a discussion about the need for elementary counselors in the schools. Magee cautiously used the word counselor but admitted there is a great need. By junior high, most children have established patterns and deficiencies which are set in concrete, impossible to change. At the elementary level, everything is on the teacher's shoulders and she must get some support service.

One participant was concerned that the single parent family and the latchkey child draw more attention than children from other situations, like those who have workaholic parents or those who come from families with two sets of parents through remarriage. Magee explained that in earlier times the home and church functioned as educators for the children but now the school is the sole educator, primarily because of family disruptions. He pointed to the number of college students he counsels because of family disruptions. Students take these disruptions as great motivators to "get out" or are completely consumed by the family problems.

The discussion then revolved around the need for counselors to be sensitive to

other cultures than the white European one. One participant questioned whether psychologists and counselors know how to counsel black children. Magee agreed that the arrogance on the part of American society has said that different cultures must conform to the white European culture. People who are trained in the mainstream often say we should correct those out of the norm. Participants agreed that children should be treated individually but that there is are unique qualities in black culture which teachers need to look for.

Initially, there is a matter of trust, or distrust, between the white counselor and black child and parents. One counselor admitted that some of her colleagues may be too racial in their counseling. If this happens, defenses go up. She said the counselor has to earn the respect and trust of the parents and child, and she must assume that the counseling will not work immediately; it takes time to earn respect. Another response indicated that counselors must deal with each child individually. For example some want anonymity in the halls; others need the gesture or glance of recognition. Each counselor must work at a relationship with each child.

Another minority group which drew a great deal of discussion was the Asians. One participant used them as an example of parental support. She said that these parents do not offer excuses for their children despite the family hardships. These families provide internal support. Asian children achieve incredibly well. Their close-knit family structure encourages them. Not all of these families are from upper socio-economic groups; some are from the rural Asian society too. One difference between them and the black culture may be that their vision of achievement has not been hampered by cultural baggage. The Asians come to the United States with the belief that they can do anything. The blacks have been suppressed and so do not have the same vision.

The problem of recruiting black teachers was another issue. One teacher revealed that in her undergraduate child development class only two of twenty-two students is going into teaching. No one in her masters class is in education. Another participant said he knew of a high school promising its graduates jobs after college to encourage education careers. Many college students are not going into teaching because the money is better elsewhere. Although one participant disagreed with the "common" facts which discourage students from entering education, the consensus was that teachers are their own worst enemy because they fail to promote education themselves. Education can be a rewarding career which is financially comfortable.

To sum up the session, Magee suggested that today's Yuppie generation combined with a lack of altruism, lack of role models, and a change in the professional interests of young people all contribute to the overall decline in the number of interested students.

Session II Forum J

James Crowe
School of Health, Physical Education and Recreation, Indiana University

Interview

IPS/UP: What do you see as the greatest need for youth at risk?

JC: The youth at risk need programs, materials, and classes that help them to deal with peer pressure in and out of school. I feel that programs should be started a lot earlier than in the past. Waiting until high school to address such issues as sex and drugs to youngsters has been a real disservice to the students. The school administrators need to support drug education programs no later than sixth or seventh grade. We need to create an environment at this level to interact in a organized classroom manner, and through interaction, the students should be able to develop values that they can live with and hopefully reduce drug use. Rather than have these students learn about drugs and sex in an alley or a backseat of a car, guided interaction and discussion are essential in an open manner with a teacher who knows how to create good classroom interaction. Youth should be prepared to say no. If we wait, we wait until it is too late, and they have

already made up their minds. We need to get to them earlier. The public needs to understand that the primary drugs the kids are getting into are alcohol, cigarettes, and marijuana. A small percentage are dealing with the stimulants, inhalants, downers, etc.; you have to understand that this kid is a hard core kid and will need outside help. Schools need to identify the drug problem and the type of drug abused in their school. Kids need to know how to interact with their peers, and they need to be taught that at an earlier age.

IPS/UP: How well do you feel schools are serving those needs?

JC: The schools have been reluctant to start a program at the lower levels. They have felt pressure from the community, using the same rationale as they have done with sex education: if you talk about it, the kid is going to want to do it. Drug programs have to have on-going and long-term kinds of things, not a quick fix thing in the 10th grade. By then, it's way too late.

IPS/UP: What can schools learn from the perspective of your profession that will enable them to respond more effectively to the needs of youth at risk?

JC: Early intervention is the key. Drug use and abuse have been with us for a long period of time. It's time the universities made a commitment to including drug education courses as requirements for everybody learning to teach, from kindergarten through high school. Teachers need a good basic background in drugs, the effects, the terminology, etc.

IPS/UP: What is the major contribution your profession can make to improve services to this group?

JC: The most obvious would be through educational programs to teachers and through help with curriculum design and testing. We need to take a look at the research and decide what is effective and what is not effective. Research can help us address the problem. We have studied the problem and have had some success in reducing the smoking rate with young people. Peer pressure and the glamourization of smoking are major factors in young people's desire to start smoking. Our work and our research have been expanded so we can tell people "If you do this, it will be effective, and if you do that, it will not be effective." The best way is to persuade youngsters not to start smoking.

IPS/UP: Are there ways in which the schools can work cooperatively with your profession?

JC: The people in my profession can be involved. I am now part of a grant that will, in the next semester, conduct workshops on Saturdays for teachers. This will cover some of the gaps. The best way is for students in college to take drug courses. But there are teachers out there now who do not have this training, and that is who we are trying to lure into our Saturday workshops. We need to do a better job in evaluating the curricular structure to include kindergarten through the twelfth grade.

IPS/UP: Do you have any additional comments?

JC: I mentioned the importance of doing an assessment within individual communities and schools. Research has shown that drug use is over-estimated. When that happens, then the student might think he/she is in the minority and might be tempted to try drugs. But if a closed assessment is conducted, it might be found to be the other way, and this could help the student get a clear picture. He might decide that he is in the majority and not the minority who don't try drugs. So, it is important that an accurate assessment be made of the drug problem, so as to determine what curricular changes might be made.

Discussion Summary

Crowe began the discussion by citing a recent Gallup poll which revealed that most of those polled now see drug abuse as the most serious concern of the schools whereas in the past the concern has been discipline and financial support. He also refused to allow universities to take the blame for drug problems among college students, saying that the students come to college with their problem. "We have what you've sent to us." Latest statistics reveal that 90 percent of university students use alchohol, and 87 percent of high schools graduates use it.

In responding to a question about the reluctance of schools to address problems early, one participant facetiously said her school has no drug problems. She quickly added that parents, administrators and many teachers do not want to hear that drugs are a problem in their school.

Many school corporations are taking a hard line with students caught using drugs and alcohol. In one corporation the student is recommended for expulsion but may go to a rehabilitative program and reenter school later. Another corporation has a similar policy but allows students back in with conditions about rehabilitation through other community services. Crowe suggested that the hard line approach has been a reaction to frustration the schools have felt as a result of their inaction. He cited Indiana University as an example as taking a hard line approach. Two fraternity students were killed while driving drunk off the Bloomington campus. His contention is that by expelling, schools are simply driving the problem off campus. He offered other schools' examples of peer counseling and alternative programs as ways to follow up with youth individually after drug problems have surfaced.

Crowe cited only two reasons for the increase on substance abuse: elementary students are the children of parents who used hard drugs during the 1960s and are thankful they only drink; another reason is the role models of athletes who advertise beer or pour champagne over their heads in victory. One participant suggested that children are raised differently today.

A police officer said that educators need to be aware of the home environment. In many homes children watch their parents use drugs and are encouraged by their parents to use drugs themselves. Drug abuse is not a school problem but a community problem.

Schools must act as the key coordinator in involving many agencies. Perhaps the university can be of some service in studying various agencies, their track records, and ways they all can cooperate.

Crowe advised that schools have not begun early enough with prevention. If a child doesn't smoke by the time he's 13 or 14, he probably won't smoke. Hitting children early with information may prevent some problems. The I-STAR program in Indianapolis, just begun this year, was offered as an example of a program which intervenes at critical periods. The transition years are critical to most children--years when children move into a new school. Teaching awareness and resistance, how to make choices, is the key facet of this program.

Schools must provide alternatives for students; otherwise, they will make their own alternatives. The kids who are not in sports, band, drama or other programs which often limit the number of participants may be likely to get into trouble. One school has created an activity period to get more students involved.

Often, educators think of youth at risk as children who come from certain family situations. This is not true, however, for substance abuse changes the picture. Drug abuse cuts across the societal stratum.

Session III Forum I

Ernest Smith
Pediatrics and Child Development, School of Medicine, IUPUI

Interview

IPS/UP: From your personal perspective, what do you feel is the greatest need of youth at risk?

ES: Of vital importance from a pediatric standpoint is the early identification, referral and provision of services for children at risk from developmental, learning or psychosocial problems. Also, there is a need for greater emphasis on prevention services instead of remedial services. A child should not have to wait until he/she is failing to be provided the needed assistance.

IPS/UP: What are the implications for the schools as a result of the changing nature or the family, ie. teenage mothers, single parent families? Do we have to approach our contact with the families differently from the traditional way?

ES: Yes, very much so. The schools have not been in a position to be closely involved with families. Traditionally, provision of family counseling, emotional support, and parent education have not been the role of the school. It is difficult for schools to become involved in family life, and schools have not been provided the necessary resources to achieve this involvement.

IPS/UP: How can your profession cooperate or coordinate better with the schools?

ES: I believe formal relationships are needed. Physicians as consultants or staff members within schools could regularly participate in case conferences concerning children with chronic illnesses or developmental disorders. For example, such physicians could provide information concerning the impact of the child's condition on energy level, ability to learn, behavior and emotional development. Primary care physicians are in a unique position for early identification and management of psychosocial issues because of the longitudinal and frequent contacts with children and families. A process for effective and timely communication between schools and primary care physicians is needed.

IPS/UP: Is it possible to have such an interactive process, given the large numbers of students with chronic illness, learning, and emotional concerns?

ES: I believe it is. We need better resources for both the schools and health professionals. Physicians need to be better trained concerning development, psychosocial, and learning difficulties. Educators need to understand the effects of child and family health and psychosocial conditions on learning. There is a great need for both health and educational professionals to work together in preservice and continuing education efforts as well as service delivery.

IPS/UP: Are there ways in which schools could rely on the academic arm of your profession?

ES: The Riley Child Development Center has a 20 year history of interdisciplinary training and service programs. Our interdisciplinary activities and staff mainly have involved the health fields and have been center based. We are interested in opportunities to expand our service and training programs to include the educational field and community based activities. The Riley Child Development Center can also provide opportunities for integration of health and education in research activities.

Discussion Summary

Smith began the discussion by suggesting that doctors need to talk to the schools about problems, but that there are many reasons why communication is weak. Often there is miscommunciation between schools and doctors. Through pediatric training, doctors are learning ways to clarify issues but not take sides by encouraging written and oral communication with schools. The schools are concerned that a student may have a seizure or may not be learning because of medication. When questions like these are relayed by parents to doctors, often the intentions are unknown and doctors become defensive.

Educators need to become sensitive to early problems themselves. One way to ensure understanding is for doctors and educators to sit together on case conferences. A pediatrician may see a child 12 times in his first year of life. His knowledge can be quite useful to educators. Setting up standard procedures for parent contact is one way to ensure information about health matters. If a student has problems in school, parents should expect contact from health officials about possible origins of any health deficiencies. Some states require each corporation to have a doctor and dentist assigned to establish regular contact with health representatives. Schools can also set up home school advisors which deal directly with parents. Parent meetings can be held in family homes to encourage people to attend.

American Academy of Pediatrics is now advocating new roles for pediatricians. Training programs are changing to include child development, health and developmental learning issues, and behaviorial issues. Doctors can be involved in all opportunities for interaction and education. Because it sometimes takes two to three years to identify children who are at risk from health problems, doctors can keep detailed records about the children which the school may gain access to. Because physicians work with these children five years before the schools see them, their information is invaluable. Also health clinic officials are potentially excellent sources of information for health problems students may have suffered. These clinics can give good advice because they are significant to the families that attend them.

The confidentiality problem was a recurring discussion point. Schools must make sure that the individual student's privacy is guarded, and they must use the information wisely to make appropriate judgments about the child. One suggestion was to add a health question and permission statement on the child's school application to ensure the proper release of information from a doctor. One participant suggested that schools do not get the release from parents quickly enough for the good of most students. The cooperation needs to be greater between physician and school.

Besides the confidentiality problem, there is the problem of labeling children early in school. If doctor's records are given to all kindergarten or first grade teachers, then the children may be labeled unfairly. Schools should not set up self-fulfilling prophecies for these children by categorizing them from their first day of school. However, the health information a doctor could give about a child's preschool years can provide important information which the schools can use to help the child learn more effectively. The problem also extends further into the school with problems of diagnosis. Many children don't fit into a label and so are not eligible for help. The schools have to wait until the child falls far enough behind that he can be labeled and then helped. The various disciplines must trust each other to make good judgments about how the information on children will be used.

A final suggestion was that the schools use a resource person to help establish programs and inservice for teachers and others. The school nurse is a likely candidate for becoming more involved in school programs. Often her job is too limiting for the work she can be doing, and should be doing, in the school.

Session III Forum J
Sue Bishop
Psychiatric Nursing, School of Nursing, IUPUI
Interview

IPS/UP: From your perspective, what do you see as the greatest need of youth at risk?

SB: The greatest needs of youth at risk are for opportunties to be successful in school, to develop a sense of community, to maintain a positive view of self, and to explore alternatives for their future. Available research suggests there are various groups of youth who are at risk for psychosocial dysfunction who are struggling against multiple factors which place constraints on their developmental potential. We can readily identify many of these groups--youth in conditions of poverty, youth with learning disabilities, children who are failing academically, children with poor peer

relationships, youth with serious physical illnesses or disabilities, youth in families with high marital conflict or violence, or children of parents who are mentally ill or who abuse alcohol or other substances. The really complex issue is what do we do to meet the needs of these youth.

IPS/UP: Could you provide an example of what the schools might do which could result in a greater level of success for this group of students? Is it a matter of the instructional process, curriculum, or the way we define success? How can the schools increase the prospects for these students?

SB: Perhaps all of these areas may need to be evaluated from the perspective of various high risk groups. It is clear to me that it is not a simple issue of asking the schools to do more. School personnel typically carry a heavy load including teaching many youth during the day, often up to 150. In addition, they are assigned study halls, cafeteria and hall duty, bus duty, and so forth with little time during their working day to reflect, evaluate, share innovative ideas and plan. If we really wish to develop effective programs for these underserved youth at risk, we may need to have some of these monitoring responsibilities taken over by teacher aides, cadet teachers, parents or retired person volunteers. I would like to see more demonstration projects. Underachievers, for example, are not homogeneous; there are many reasons why they are underachievers: the stressful home life, lack of support, learning disabilities. We need to be able to support these kids and identify their unique needs.

IPS/UP: Could you tell us what you mean by a "sense of community" and what the implications for that issue is for the schools?

SB: There is a group of children who are not involved in the numerous in-house activities in school. They seem marginally involved with the school environment. They feel that there are few teachers who take a personal interest in them; they feel uncomfortable being in the principal's office; they feel uncomfortable speaking with teachers; they have very few friends; they are not in any clubs. They are almost invisible people in the school environment. The "sense of community" refers to a feeling of belonging, a feeling of making a contribution to a group effort and of knowing that others, especially adults, are making a commitment and investment in them.

ISP/UP: How can the schools go about getting them more involved?

SB: Perhaps we need to think about schools as developmental environments. Schools should not just be focused on transmitting information to be learned; rather, schools should be focused on educating youth--with the emphasis on youth. What kind of a school environment can best accomplish this important goal, and in what ways should the learning environment be modified for various at risk groups of youth to facilitate their mastery and well-being? We may want to consider developing an advocacy group for selected youth.

ISP/UP: What does the field of psychiatric nursing tell us about this problem that educators could benefit from?

SB: In the psychiatric field we have been in the business of designing treatment environments for hospitalized psychiatric patients for many years. Although all in-patient settings theoretically should be therapeutic, we know from various studies that some of these settings were structured in ways that, in fact, constrained the development of autonomy and positive mental health. The contemporary view is to modify physical settings, activities and programs for specific patient populations. Relating this to the schools, we may need to analyze the nature of the student population in a given school, including the identification of the high risk groups with special needs. Based on this analysis, the curriculum, activities, teacher assignments, etc. could be modified for congruence with student needs. This is a markedly different perspective

from designing the educational environment and expecting all students in any one school or group of schools to fit in.

IPS/UP: In what ways can the schools be more effectively involved with your profession, either through better coordination or cooperation? School people often have the view that they work in isolation. How can we improve and/or change or develop a more interdisciplinary notion about services for youth at risk?

SB: In my view, the highest priority is the education of adults who work with youth in various capacities, or make decisions that affect the lives of youth and their families. These adults include parents, school personnel, community leaders, health care professionals and policymakers. They need to be sensitized to the fact that there is a sizeable number of youth who can be considered at risk in terms of their future mental and physical health and their development for a satisfying and productive life. These people need opportunities to interact and discuss problems. Information about available services for youth need to be shared and new ways of working together explored.

Discussion Summary

Bishop began with opening remarks about the shift in demographics within the Midwest. The economy is creating a shift in the psychiatric problems she and others in the mental health field see. For example, homicide is the number one cause of death for black males. Because of the bankruptcies and loss of jobs, violence is increasing in the rural areas as well as urban areas. She sees a constant increase in child and spouse abuse.

Her first suggestion was for participants to see school as a developmental environment. She sees school not just a place to learn for kids but a place that is healthy for them and adults too. In her research she has found that therapeutic environments weren't as therapeutic as they believed--that they constrained mental health. She asked participants to consider whether schools are taking measures to encourage positive self-esteem, growth, and autonomy while fostering a learning situation for children and adults.

A side issue also discussed was how open a school environment is for the community. Does the community feel welcome? Does the school make teachers and other adults feel childlike by requiring them to sign in and sign out? Bishop suggested that perhaps schools cannot take care of their at risk youth until they take care of teachers' morale. Focusing on the youth first may compound problems. Teachers are overloaded now and asking them to do "more" should be asking them to do something "different." Teamwork among teachers and within the community can help facilitate solutions to problems. One participant suggested that teachers often feel quite isolated within their classrooms. The same is true for college faculty--they often feel isolated, unable to share their successes and problems. A support group or a healthy environment which encourages sharing is generally not available in the schools.

One participant suggested that all agencies probably feel isolated; there is little evidence of networking. If the at risk networking isn't implemented, then the progress will be slower and slower. The industrial community, psychiatric community, doctors, and lawyers are just a few of those who must get involved with the schools. Currently, educators seem to be the most empathetic about the at risk children. The state legislature simply wants accountability. Industry says, "This is the type of graduate we want." Parents and other adults may say, "I don't have an at risk child." This problem of at risk children is not like sex education, a topic which everyone is interested in.

The lack of collaboration among groups within the community is deadly. For example at PTA meetings, parents listen while others speak; at parent teacher conferences, parents listen while teachers speak; at evaluative sessions, teachers listen while experts speak. There is no two-way conversation to facilitate communication. Local groups may be afraid to support some programs because of their controversial nature. For example, in one school many will not support the Teenage Parent Program or the

school-based clinic. Schools must find ways to get the public to pay attention.

One participant said that her community had been quite supportive of a sex education program established in the district. The school asked for participants to come to the initial showing of the film, got public debate about the issue and solicited help. Others suggested that whenever the school wishes to change or implement a program, it takes months of preparing the community. Schools cannot simply dump new programs on the public. By getting industry and other groups to participate in the beginning stages of the program, the school may elicit more support. Asking the community to help identify the at risk students and then share in solving the problem is an effective way to ensure public support.

One problem may be that we do not know what we want the community to do. There is no directed initiative. We all share the same concerns, beliefs, and intent about the student at risk. Do we internalize the problem to commit to action in the school system? The participant who suggested this added that there is little time to worry about this problem when there are more immediate concerns.

Another suggested that education often thinks in terms of short-term, profit-loss concepts. We don't think in terms of a long-range solution or the possible ripple effects of our short-term solutions. Additionally, each of us thinks in terms of our own frame of reference--the teacher, principal, and superintendent.

Limited studies reveal what researchers are calling the "protective effect hypothesis." Students who come from at risk homes tend to do better if they are in better functioning schools. So a caring atmosphere may affect the children in the schools. Although research in this area is limited, and research in family therapy suggests some possible areas of study for educators, peer environment is important. Other suggestions for areas of study are Russia and Israel. They have extensive systems for caring for children outside of the home.

Bishop suggested that schools look at their best constituencies--parents and employers--for the support they need. She also suggested the National Alliance for the Mentally Ill as an example of an advocacy group that is making a big difference in the mental health field, shaking up the establishment.

An additional suggestion was that perhaps a conference which invites the participation of representatives of all community groups might be appropriate to establish the cooperative nature of seeking help in solving the problem of at risk youth.

Session III Forum K
Shannon Reffett
Westville Correctional Institution
Interview

IPS/UP: From your perspective, what do you see as the greatest needs of youth at risk?

SR: The greatest need for youth at risk is the schools' failure to address the problem of student alienation. There is a need to see a connectedness to oneself, to others, and to the social order. I think many children fail to see connections in the learning process early in their school career, and the disconnectedness translates itself into a social response where nothing fits together.

IPS/UP: How well do you think schools are serving those needs?

SR: I see the problem as falling into two categories: the academic skills deficiency that leads to alienation and social/psychological dysfunctioning. In the academic skills category, the problem is lack of effective teaching of reading. In the social/psychological dysfunctioning category is the inability of many youth to handle abstractions. Many of them can deal only with concrete realities. Schools must provide experiences which teach students to move from the concrete to the abstract.

IPS/UP: What can schools learn from the perspective of your profession?

SR: Teachers sometimes must develop the mindset that there are those who basically cannot learn. One of the things we have been able to derive from Westville is that everybody can learn something at some level. Another thing schools can learn from Westville is to place more emphasis upon dealing with the learner at his own level or pace. We have emphasized the student's personal growth needs.

IPS/UP: What is the major contribution that correctional education can make to serving youth at risk?

SR: We have begun to share our in-house sessions with the schools. They are geared toward helping individuals understand the criminal mind. One of the real problems is that universities are not doing enough to train teachers to deal with the criminal mentality. Therefore, we need to involve public school teachers in our in-house sessions wherein we deal with the criminal personality. Another area of service that we have provided is to take panels of inmates or individual inmates into the community schools to present programs. This is not a "scared straight" approach, one I am opposed to. Another resource for the public schools could be programs such as the SHOCAP Project which works to develop an interagency model for community action in dealing with the at risk juvenile criminal. The model involves schools, the courts, the prison system, the welfare system--all of the agencies that will interact with a serious juvenile offender. It attempts to take a pro-active approach to dealing with the offender before he has becomes a part of the juvenile justice treadmill.

IPS/UP: Are there ways in which the schools can work more cooperatively with correctional education?

SR: Cooperation must begin with a sense of awareness. All facets of the profession must become aware of the problem and begin to move ahead with a sense of unison. Correctional education needs to help our public school colleagues become aware of their potential in dealing with troubled children. Correctional education and public schools need to pull together in working on correctional education as a concept which addresses educational needs across the learning process. We need to view correctional education as a concept in fusing education all the way back to the public schools in what I call preventative correctional education, the kind that keeps a child from ever going to prison. I think we are moving in that direction. However, the universities need to be involved in the correctional educational movement and become aware of what they might do to prepare teachers to work with the mentality that produces the at risk child.

IPS/UP: Is there anything you would like to add?

SR: I have absolutely nothing but applause for what has happened in the public schools where they are finally beginning to look at youth at risk. We deal with at risk adults, but the child is easier to shape and mold. Education can make a difference in the lifestyle of our citizenry, but the earlier we begin the process, the greater the difference will be. In an ever-growing complex society, the at risk child has presented the greatest challenge we have ever faced in education. But the challenge could lead us to a greater awareness of our roles as educators in the formative process.

Discussion Summary

Reffett began by cautioning the participants that if we are to solve the problem of youth-at-risk, we must forget old models, be creative and work together. In his work at Westville, he has tabulated 29 characteristics of the criminal mind. He believes we are

not looking at the child himself carefully when he is in school but looking at demographic characteristics like attendance and behavior. By studying the child's mind, as he has studied the criminal's mind, educators may learn more about the child at risk.

Early in life the individual can become totally alienated from the environment, first at home and then at school. The following characteristics are a result of that alienation.

1. At some point early in life, the child said "I will win by getting it over on the system."

2. The child withdraws. He may not have had any overt problems in school but his name may appear in the paper one day because he murdered his father. Reffett pointed out at 92 percent of all serial killers would fall into the gifted and talented classification, but all suffered early alienation.

3. The child feels unloved, unwanted, uncared for. He feels it emotionally before he can reason. Most criminals harbor a strong sense of guilt for their behavior, although at the same time they often do not consider themselves responsible for their actions. They blame others--89 percent blame school for their failures.

4. They have a we-they attitude. "They owe us" is the familiar theme. They consider themselves too skilled to sweep floors, but in actuality have few skills.

5. Their self-image is the opposite of their public image. They see themselves as good people, yet they have killed. Their minds operate in disjointed structures; they have no sense of integrated personality. A Michigan State study shows that a common demonimator among all drug abusers is the inability to establish and maintain goals.

6. They have manipulative personalities.

7. They separate act from consequence. Reffett believes that school is one place where these individuals can learn that action has consequence.

8. They desire approval yet reject authority. Fifty-five percent are illiterate. Reffett has begun a unique literacy program using the tactile to help move the inmates into traditional learning. The program combines teaching cultural literacy with verbal literacy.

9. They see people as objects, mechanisms to facilitate their own personal ends. People are utilitarian. He says that these individuals and children at risk are at extremes with themselves. They feel as though they are on a roller coaster, and to even out these extremes within themselves, they take drugs. He calls it an existential pacifier.

Schools need to change attitudes before they can help the at risk children. Reffett cited a recent school principals' poll which revealed that 99 percent believed schools are better off without dropouts. He is disheartened by this statistic because incarceration costs are going higher. He says educators aren't the only ones responsible, however.

He believes an interagency model is one answer. SHOCAP (Serious Habitual Offender Comprehensive Assessment Program) is a recent program, with one center established in Indiana, to assess the most serious of all juvenile offenders (the six percent who commit 75 percent of all juvenile crime). This model will include a setup so that all agencies dealing with the child will have the same information at the same time (schools, courts, prosecutor's office, welfare, prison system and police department).

The successful school environment is one which focuses on the kids individually, one which provides a human, caring, bonding environment. He says the most effective teachers are the ones which relate to children, not the ones who teach participles the best. Education should be based on social interaction and communication skills. Reffett recommended the work of Eleanor Maccoby.

Predelinquency programs are excellent examples of how schools and communities can work together. Prison is ineffective. Generally by the time a person is in prison, it's too late. Statistics show that intervention must occur before 25 or after 42 to be effective. Once a child is arrested it's more difficult to get him out of the criminal behavior.

Education is the best way to help this population. Schools must develop schools within schools so that these individuals are not marked as being different. Educators must change their attitudes first before any changes in the programs can be effective. The staff must be sold on the idea.

Session III Forum L
Joseph Waldman
School of Business, Indiana University

Interview

IPS/UP: What do you feel is the greatest need of youth at risk?

JW: These students do not have basic skills of reading and writing that will allow them to compete in the business world.

IPS/UP: Does business feel that it needs to spend time and money on new skills or is most of it being spent on remedial training?

JW: Definitely remedial. The labor force that business is getting is not consistent with what it needs for an entry-level position. Society is characterized by the quick way in which we create jobs but also in the way we lose jobs: a constantly changing situation.

IPS/UP: How well do you feel schools are meeting those needs?

JW: My conclusion is that they are not doing it very well! It is different from district to district, obviously. But it is not consistent and something needs to be done.

IPS/UP: Is there any relationship between the entrepreneurial spirit and kids with low self-esteem?

JW: Yes. There is a program in Indianapolis called the Center for Leadership Development, which sponsors the Youth Development Program. It tries to provide confidence-building experiences for minority youth to help demonstrate that certain things are feasible.

IPS/UP: What can schools learn from your profession to respond more effectively to the need of youth at risk?

JW: Organizations can help, such as Junior Achievement. In the process students learn about the business process. They don't make a lot of money, but they do learn. And they learn that they can do it. It helps to build confidence. And if a youth does not like authority, he can possibly start his own business and be his own boss. It shows that there are opportunities and options.

IPS/UP: What is the major contribution your profession can make to this group?

JW: The Business Orientation Program, which is sponsored by us in conjunction with the Center for Leadership Development, is a program that highlights the options and the conditions if one were to pursue a business degree from a university. We can help with already established programs by offering our expertise and helping in the development of programs. We could help prepare high school students who might be going on to the university level business school.

IPS/UP: Is there a feeling that there is a labor problem with youth at risk?
JW: Yes, many businesses are spending money on remedial education of their employees.

IPS/UP: Are there ways in which the schools can cooperate with your profession?

JW: Yes, schools need to be more aggressive in asking for our help, more pro-active. We are service-oriented. They can tap our expertise on entrepreneurship, for example. We can also provide role models for students.

IPS/UP: Do you have any additional comments?

JW: Junior Achievement and the CLD program are real pluses in trying to solve this kind of problem. Many bridges need to be built between the business community and the schools and these programs are an example of what can be done.

Discussion Summary

Waldman began the discussion by singling out various businesses like Pizza Hut and Coca-Cola which have provided specific programs related to education. Other businesses have entered the political arena by creating educational reform or influencing legislatures about school budgets. More than $40 billion has been spent either retraining or reeducating employees. Remediation is now a part of that picture. One out of three major corporations is involved in some kind of remediation.

Waldman said that there is evidence that business is beginning to look at the whole worker, but he did not know of individual support from business to help employees in their parenting roles. He also acknowledged that business can sometimes be a deterrent to encouraging children to stay in school, as evidenced by the New Hampshire report of paying students high salaries to work in fast food chains.

One criticism of business is that it does not coordinate its efforts in the educational area. It would be a good idea for business and education to join together to enhance school budgets, but it isn't prepared to do this yet. More businesses are joining as partners with education, and it seems to be paying off.

One participant suggested that business needs to help translate the message to at-risk kids that education can mean opportunity, that the sacrifice is worth it. Perhaps letting kids see industry and business first hand will encourage kids to stay in school. This, of course, involves changing curriculum and the traditional classroom confines.

Waldman discussed the Center for Leadership and Development at the Indiana School of Business which offers many programs throughout central Indiana, focusing on minority youth. The Youth Development Program and the Business Orientation Program are two examples. As of now, the school does nothing in terms of remediation because the faculty is oriented toward teaching and research. He admitted this is a possibility for future involvement.

One participant suggested that the School of Business could provide leadership in the state by setting examples and setting up laboratory opportunities for students.

The entreprenuerial system was discussed at great length. Because public education has been unresponsive to students' needs, too socialistic rather than capitalistic, schools have no competition. The voucher system would force teachers to stand for something, to give them more authority. The public would be able to evaluate achievement, productivity and accomplishment. School would become a market-driven, client-centered relationship. Right now, schools are missing out on many markets-- the adult education market and retraining market, to name two. People should select schools because they represent something sound. The voucher approach would bring this about. Several participants were concerned about the implications of such an approach. People who do not have the same degree of vision or freedom to make choices would be limited. The system could also encourage more segregation because parents would make their choices on other conditions than educational ones. However, in defense of the system, it was suggested that schools could set guidelines to ensure fairness and equity. In anticipating problems, schools could work out policies to set goals reflecting certain values.

One suggestion was that schools try to emulate the effective business practices, something education has not always done. Another pointed to the high failure rate of business as proof that business has not always done well either. However, students in business take risk management classes. One suggested that education plays it too safe and could learn from this concept. Another suggested that business is not hampered the way schools are hampered in the number of controls restricting good practices.